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ABSTRACT

This planning guide was designed to raise questions, identify sources for further study, and provide a step-by-step approach to planning physical education programs. The first step toward equity in education is the recognition of the individual in the conceptualization of the program. Chapters discuss: 1) Title IX requirements specific to physical education, 2) evaluation of current educational environments, 3) suggestions for program development, 4) student assessment (individual differences and motor and social skills), and 5) learning experiences. (CJ)

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EQUITY IN PHYSICAL EDUCATION

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PART I:
TITLE IX AND TEACHING

I. INTRODUCTION

Title IX of the Education Amendments of 1972[1] states

> *No person in the United States...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...*[2]

Title IX and the implementing regulations of June 1975 guarantee equal educational opportunities for both men and women. Within the regulations, specific provisions have also been made for equalizing opportunities in the conduct of physical education classes. The regulations required full compliance by July 21, 1976, for elementary schools and by July 21, 1978, for secondary schools (grades 7-12).

Physical education instruction tends to be programmed in four categories:

Early Childhood and Elementary	*Birth to 6th grade*
Required or Junior High	*7th to 10th grade*
Elective or lifetime sports	*10th to 14th grade*
Sports clubs, professional, etc.	*Adult to Death*

The category in which the largest number of persons participate is the program offered in public and private schools to seventh, eighth, ninth, and tenth grade students. Previous to now, that program has, in general, been planned for a single sex; in fact the isolation by sex has been more prevalent than in other categories.

The undergraduate preparation of teachers as physical educators has, in many cases, also focused on the role of the junior high school teacher.

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[1] Education Amendments of 1972. Sections 901-907, 20 U.S.C. Sections 1681-86 (1972).

[2] Ibid. Section 901 (a), 20 U.S.C. Section 1681.

Teachers have been prepared to work with men or women; they have not been prepared to work with men and women. Title IX makes it illegal to separate students by sex for any form of instruction including physical education.

Historically, physical educators separated females and males for many different reasons. Some of the reasons can be explained as prejudice or sex stereotyping such as the rule that women should not play the full court in basketball while men should; others were based upon scientific evidence, such as the strength differences between mature men and women.

Recently professionals have been faced with evidence that attributes most of the rationale used for the separation of students by sex to mythology. Furthermore, in the few cases in which one sex clearly has an advantage over the other sex, adequate information exists to guide the planning of class activities so that each student can learn effectively without slowing the progress of others.

Since July 1, 1978, physical education classes have had to be organized according to the student's ability to perform, as is done in mathematics, science, and reading. All teachers of physical education must be assigned to classes according to their expertise. Physical educators are expected to plan daily lessons on the basis of students' ability to perform. They are to draw upon concepts and knowledge contained in physiology, kinesiology (biomechanics), and fundamental skills as well as methodology and programming. Teachers are to observe students in many different movement situations and to assess visually, without regard to sex, each student's capacity to perform a wide range of physical skills.

The primary goal of a physical education lesson is to provide an environment (situation in the gym, pool, or field) in which each member of the class

can improve in one or more physical skills. Sports, games, and activities are to be used only for the above purpose; they are not to be the total program. Elements of integration and socialization, important to the overall goals of the school, are to be carefully planned in the physical education experience. These elements are to be planned in conjunction with the development of physical skills. The student dribbling a ball down the gym floor should be improving ball control and accuracy in addition to developing trust in the ability of a teammate to perform, and respect for the capacity of an opponent to take the ball away.

The planning guide was designed to raise questions, to identify sources for further study, and to provide a step-by-step approach to planning physical education programs. It is premised on the assumption that the first step toward equity in education is the recognition of the individual in the conceptualization of the program. A strong emphasis is placed on the need to put programs in writing so that they are more easily analyzed and evaluated. The authors also believe that program conceptualization must occur through face-to-face discussion with all teachers involved. Although the guide is planned for teachers of seventh, eighth, ninth, and tenth grade students, feedback from educators suggests that it is equally valuable for other groups.

Equity in Physical Education was developed through a grant from the U.S. Office of Education, under the auspices of the Women's Educational Equity Act, 1977-1978. The purpose of the project was to design and validate a self-study guide in order to assure equal opportunity for women in required secondary physical education classes. The goals of the project were:

1. *To create a document that would enable male and female physical educators to work as a team in analyzing and, when appropriate, reshaping their programs.*

2. *To design a program that would require as little retraining or inservice education as possible, making use of existing teacher knowledge.*

3. *To design a guide with a reliable philosophical as well as an accurate scientific basis for physical education.*

4. *To develop a guide that would assure physical educators and administrators equity in program planning by focusing on:*

    a) *The identified needs and capabilities of each student and*

    b) *The development of qualities within students that exemplify a physically educated person.*

5. *To assist professionals in designing equitable learning experiences by using the content of physiology, biomechanics, psychology, and sociology rather than the rules and strategies of basketball, volleyball, and baseball as a basis for decision-making.*

6. *To design a self-study that would enable teachers to assess the quality of their co-educational program.*

7. *To provide a process that would not be threatening.*

In order to achieve the goals the following objectives were identified:

A. *That Title IX regulations be shared in an easy-to-understand format containing a narrative relevant to physical education.*

B. *That physical education be defined according to the American Alliance for Health, Physical Education and Recreation Secondary School Position Paper.*

C. *That a means for evaluating facilities, equipment, etc., be included in the self-study.*

D. *That a process model for using the guide be included.*

E. *That the guide contain a carefully selected body of literature focused on updating teaching skills.*

F. *That teachers be encouraged to individualize student learning experiences.*

G. *That visual analysis be a key in individualizing student learning experiences.*

H. *That teachers develop strategies for recording and remembering student abilities without devoting an inordinate amount of time to skill-testing.*

I. That program and lesson decisions for tomorrow be based upon a clear understanding of what the students can do today.

Sixty-seven full-time teachers employed in thirty-eight school districts field-tested the guide. They were asked to review the guide, to use the student assessment model in class for an extended period of time, to use the guide in planning their following year's program, and to complete a four-page survey. Results of the survey were analyzed using the Statistical Package for the Social Sciences (SPSS) CROSSTABS, which provided Chi Square and Contingency Coefficients. Means and standard deviations were also obtained. The following brief summary may be of significance to persons using the text.

In response to the question:

Would you use the guide in the future?

87% YES 13% NO

Did the self-study help in identifying student needs?

81% YES 19% NO

Do you think the self-study will assist teachers in improving their capacity to assess students in a nonstereotypic manner?

93% YES 7% NO

How does the self-study compare with other materials used in meeting Title IX compliance in physical education?

More Valuable	*54%*
As Valuable	*43%*
Less Valuable	*3%*

When participants were asked if their programs were in compliance:

51% YES
43% PARTIAL
6% NO

Analysis of the reported compliance and teachers' reactions to the self-study as compared with other materials revealed that all persons whose programs

were not in compliance found the guide more valuable than any other document they had used.

Participants were also asked about their capacity to interpret Title IX to various constituencies prior to and following the use of the guide. Seventy-five percent of those reporting noncompliance also reported an inability to interpret Title IX to their administrators. All but one participant reported that the guide improved their ability to communicate the legislation to their administrators.

II. TITLE IX REQUIREMENTS SPECIFIC TO PHYSICAL EDUCATION

The purpose of this presentation is to acquaint the reader with the regulations under Title IX specific to programming within physical education. Guidelines and popular interpretations of Title IX will also be discussed.

The specific requirements of Title IX relating to physical education are:

86.34 Access to Course Offerings[3]

> *A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health (and) physical education...*

86.33 Comparable Facilities[4]

> *A recipient (agency/institution) may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities for students of the other sex.*

In Title IX and Physical Education: A Compliance Overview the following basic guidelines are provided to assist teachers in better understanding the regulations:[5]

1. *Physical education programs, courses, classes, or activities may not differentiate between students on the basis of sex.*

   > *Any requirements for participation in physical education must be the same for females and males. Male and female students may not be required, on the basis of their sex, to complete different numbers of hours, days, or semesters of physical education.*

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[3] The Federal Register - Volume 39, No. 120, Thursday, June 20, 1974.

[4] Ibid.

[5] Title IX and Physical Education: A Compliance Overview. Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, Office of Education, pp. 5-6.

Males and females may not be required to participate in different physical education programs, courses, classes, or activities.

Participation in physical education programs, courses, classes, or activities may not be refused to students on the basis of their sex.

Physical education courses and classes may not be conducted separately for male and female students (except on those occasions when they deal exclusively with human sexuality). The same is true for most physical education activities.

Physical education courses may not be sex-designated.

2. *Title IX does not require any specific curricula or activities within a physical education program; it requires only that those which are offered by an agency or institution be open equally to students of both sexes.*

3. *Title IX does not specify any particular process for the assignment or selection of students for physical education courses or classes. Any procedure may be used if it does not discriminate on the basis of sex.*

4. *Students may be grouped by ability, as assessed by objective standards, within physical education classes or activities. Grouping by objective standards of ability may result in groups composed primarily of students of one sex.*

5. *Students may be separated by sex within physical education classes for participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports the purpose or major activity of which involves bodily contact.*

6. *Evaluation of students' skills or progress in physical education must be based on standards which do not have adverse impact on students of one sex.*

   If the use of a single standard or set of standards for the evaluation of both female and male students has an adverse effect upon students of one sex:

   - *two separate standards or sets of standards, one for males and one for females, should be developed for evaluation of skills or performance;*

     or

   - *a single standard or set of standards which measure individual student improvement should be adopted.*

7. *Physical education facilities and equipment must be allocated without regard to the sex of students or instructors.*

8. *Physical education staff must be assigned teaching and supervisory duties (other than locker room supervision) on the basis of their qualifications rather than their sex or the predominant sex of the students in a particular course, class, or activity.*

9. *Physical education staff may not be treated differentially on the basis of sex in hiring, job assignment or classification, compensation, or any other condition of employment.*

10. *Title IX makes no requirements regarding the administrative structure of the physical education department or staff. If, however, any changes are made to accompany the integration of physical education classes by sex, these changes may not have an adverse effect on the employment of members of one sex.*

11. *Elementary schools should have been in full compliance with the regulatory requirements for nondiscrimination in physical education by July 21, 1977. Secondary and post-secondary schools should comply fully as rapidly as possible, but in no event later than July 21, 1978.*

12. *If noncompliance with Title IX requirements for nondiscrimination is identified, two forms of action must be taken:*

    - *modifications must be made to correct any policies, procedures, or practices which have been found to discriminate; and*

    - *remedial steps must be taken to alleviate the effects of any discrimination identified. Secondary and post-secondary schools are granted an adjustment period, not a waiting period. Barriers to immediate compliance must be identified, and active steps toward their elimination must be taken during this time interval. Such steps might include: program planning, staff training, curriculum revision, course and class rescheduling, renovation of facilities or construction of additional facilities, etc.*

Extensive work with junior high school teachers and with public interest groups has caused the writers to believe that the above interpretations of the Federal regulations, while meant only to be guidelines by their originators, have become so powerful that they are leading the thinking of professionals in

the identification of content within the discipline. For example, Guideline 5 states:

> *Students may be separated by sex within physical education classes for participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports the purpose or major activity of which involves bodily contact.*

Prior to that, Guideline 2 notes that "Title IX does not require any specific curricula or activiti.;...." In spite of the fact that Guideline 5 says, "Students may be separated by...," it, unfortunately, is being interpreted by many to mean must be separated. As a result of this popular interpretation, a specific curriculum for activities for secondary physical education is being prescribed; namely, a program of isolated sports, some contact and some noncontact. This suggests that there is only one philosophical approach to physical education, which is that physical education is a number of sports. While sports are acceptable content to some teachers, other professionals view sport merely as a means of organizing content; they do not see sport as content. (These professionals also feel free to alter sports rules according to the needs of students rather than following the rules dictated by professional athletics.)

Equal opportunity in physical education programming has, unfortunately, been closely allied with the controversies stemming from considerations of equity in athletics. The inability of society to recognize athletics (often misnamed sports) as a vital but narrow concern of the total physical education program has caused the thinking of such power groups as the National Collegiate Athletic Association (NCAA) and the various secondary high school leagues to become decisionmakers for Title IX implementation not only in athletics but in the teaching of physical education.[6]

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[6]It is the authors' opinion that recent decisions suggest that, as the courts become better informed, the NCAA is slowly losing power to dictate decisions in athletics or physical education to the Office of Civil Rights.

Physical education is frequently defined as:

> *That integral part of the total education which contributes to the development of the individual through the natural medium of physical activity -- human movement. In it regular instruction and practices are provided in a variety of physical activities (leading up to and including athletics) that are suited to the nature and needs of the students depending on age and development and that ensure the development of an adequate level of physical fitness.*[7]

The overriding program influence in the above definition is "a variety of physical activities...suited to the nature and needs of the students depending on age and development..." This definition marshals a strong case for personalized and individualized programming and for a new look at "team sports" as they have been employed in the junior high schools. The issue of contact -- contact sports or contact within sport -- is a case in point.

Title IX's regulation specifying wrestling, boxing, rugby, ice hockey, football, and basketball as contact sports, and therefore available to single-sex participants only, appears to have been in response to individuals seeking a ruling regarding participation in athletics rather than a meaningful guide for physical education instruction. A critical analysis of guidelines dictating quality in physical education fails to demonstrate evidence of a requirement that such a program include body contact or "contact sports." When contact sports were separated from noncontact sports for the purpose of shaping competitive athletic teams, authorities decided that a similar ruling was essential for the physical education instructional program.

In the physical education classroom, contact has been governed in most school situations by the following rules, which the authors believe should be accepted universally.

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[7] Secondary School Physical Education: A Position Paper of the Secondary School Physical Education Council of the National Association for Sport and Physical Education. Washington, D.C.: American Alliance for Health, Physical Education and Recreation, 1976.

1. The body is to be under control at all times in the execution of human movement activities; further, the student should assume responsibility for maintaining body control.

2. It is generally considered unsafe to permit body contact in any sport, including football, wrestling, and boxing; therefore when permission for contact in sport is granted, it is granted only to those highly skilled individuals requiring the possibility of body contact as the ultimate challenge in sport.

3. Students permitted into a contact situation should be so allowed only when uniforms (properly fitted) and equipment are available in order to ensure as much safety as possible.

4. Physical contact should be permitted only under circumstances in which fully certified officials govern the situation which dictates the use of professional or collegiate rules.

5. School officials and teachers of physical education recognize the liability they are incurring if they choose to execute professional or collegiate rules and/or contact without maintaining the above standards.

A concern that has attracted as much attention as the issue of contact in physical education is the problem of student assessment in grading boys and girls in a common program. While intercollegiate sports enthusiasts have pushed the issue of contact, professionals within the field are more in need of help in the area of assessment. At this point in time, the solution is not so obvious as it is in the situation of contact; however, the authors have made the following observations:

1. That assessment, including the use of instruments, in the field of physical education will probably change radically in the next few years. This will result from mainstreaming and individualized instruction as well as from Title IX.

2. In light of the fact that many physical education measuring devices were designed to meet the requirements of theses and dissertations and were validated on limited populations, mostly at the college level, they will no longer be considered adequate for placement or for grading purposes for elementary, junior, and senior high school students.

3. As specific sports consume less of the program, isolated sport skill tests will no longer be considered valid measures of the program.

4. As perceptual motor specialists improve their instructional programs, physical educators will begin to use their diagnostic instruments in the measurement of classroom physical skill performance.

5. As researchers clarify the relative potential for strength, flexibility, and endurance among and between men and women, current measurement batteries will be evaluated from these perspectives in order to identify potential built-in biases.

While the area of measurement in physical education is no less immature than measurement is in any other field, it is fraught with problems. Cultural bias of many standardized cognitive tests is similar to physical strength bias built into many of our motor tests.

The real problem of assessment is based upon two questions:

1. Are men and women basically different at certain age levels?

Research, as well as casual observation, tends to confirm the fact that, following puberty, significant differences exist with regard to height, weight, and strength. A case for major differences in such areas as flexibility, balance, endurance, accuracy, timing, and decisionmaking skills is not substantiated by the literature. Although women have not been known to excel in certain of the latter areas, experts tend to attribute this to socialization rather than innate capacity.

2. Should a quality physical education program be premised on strength and aggression to the exclusion of most other qualities?

The problem perceived by the authors, as critical to equality in the planning and programming of physical education activities, is one not mentioned heretofore in any document on Title IX and physical education. That is, there is currently inherent sex bias in the content from which most physical educators select learning experiences.

Although the fundamental movement approach favors neither sex and requires a sequential individualized developmental progression, organized structures,

usually referred to as game or sport, tend to favor force and agression to the exclusion of other characteristics. Equity in physical education cannot occur without a serious consideration of program content. This text will stress this emphasis throughout.

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III. ANALYSIS OF TEACHING ENVIRONMENT

In order to evaluate programs, physical educators must periodically examine the offerings and assess them according to standards for a quality program. The need for equity in physical education prompted the development of this guide and will be central in the analysis of the teaching environment. This inventory will also be useful in preparing for internal and external evaluations (for regional accrediting associations). Major areas to be considered within the inventory are:

Student Enrollment
Facilities
Equipment
Program
Evaluation
Teacher Self-Assessment

The inventory, a data-gathering process, has three distinct sections:

Section A Gathering of Planning Documents Currently in Use

Section B Descriptive Data

Section C Teachers' Assessment of the Physical Education Environment

While Sections A and B describe the total school environment, Section C is expected to reflect the opinion of each teacher. Therefore, Section C is to be completed by each teacher and is to be used for individual decisionmaking. Section C should be completed prior to group meetings in order to provide the teachers with time to think before discussion. At times teachers are forced into program compromise without adequate time to reflect or to use their best judgment and experience in decisionmaking. Colleagues will present factors that will cause teachers to change their views; however, the writers believe that it is important that each teacher form an opinion prior to entering into

group discussions. Let us take as an example the question of the adequacy of facilities. How do the on-site professionals view the adequacy of the facilities for their classes? Views may differ as a result of specific assignments, previous teaching experiences, or a number of other reasons.

This document is a guide to assist the teacher in examining facilities for equity in planning programs for all students. Should the teaching stations be identified as inadequate, the problem must be brought to the attention of appropriate authorities. The document raises the questions; the problems must be identified and the action for change initiated at the local level.

SECTION A

The following materials should be gathered and placed in a location readily available to all physical educators in the building:

1. Statements of philosophies of the school and of physical education.
2. Statement of objectives.
3. Curricular plans.
4. Units of instruction or resource units.
5. Last year's program for each class.
6. Student record data.
7. Evaluation, assessment, and grading practices including specific instruments used.
8. Facilities schedule for previous year.
9. Organization chart of the department.
10. Other materials deemed important.

SECTION B

The following questions should be answered and placed in a location readily available to all physical educators in the building:

STUDENT ENROLLMENT

1. What is the total school enrollment?
2. What percentage is male _____ female _____?
3. Identify the number of male and female students by grade levels and by class sections.

	Sec.	Male	Female	Total
Grade 7	___	___	___	___
	___	___	___	___
	___	___	___	___
	___	___	___	___
Grade 8	___	___	___	___
	___	___	___	___
	___	___	___	___
	___	___	___	___
Grade 9	___	___	___	___
	___	___	___	___
	___	___	___	___
	___	___	___	___
Grade 10	___	___	___	___
	___	___	___	___
	___	___	___	___
	___	___	___	___

	Sec.	Male	Female	Total
Grade 11	____	____	____	____
	____	____	____	____
	____	____	____	____
	____	____	____	____
Grade 12	____	____	____	____
	____	____	____	____
	____	____	____	____
	____	____	____	____

4. What is the size of the smallest section?
5. What is the size of the largest section?
6. In what grades is physical education required?
7. In what grades is physical education elective?
8. How many days each week does a required physical education class meet?
9. What is the length of time for each required class meeting?
10. How many days each week does an elective physical education class meet?
11. What is the length of time for each elective class meeting?

FACILITIES

School-Based

List all indoor and outdoor facilities available including the number and dimensions of each and, in the case of the gymnasium, the amount of uncluttered wall space. If space has been divided in certain ways, show that on diagrams. Also identify the approximate number of weeks each facility is available.

Community Resources

Identify community resources and other settings in which components of the program are conducted such as bowling alleys, ski resorts, skating rinks, parks, etc. Identify the approximate number of weeks each facility is used.

EQUIPMENT

Briefly describe the equipment with special attention to numbers, types, and condition.

1. Equipment for teaching of fundamentals

2. Sports equipment

3. Audio-visual aids, tape recorders, etc.

4. Miscellaneous

SECTION C

This section is to be analyzed and completed by each teacher.

Facilities and Equipment	Unsatisfactory	Adequate	Good	Outstanding
1. Space, both indoors and outdoors, is adequate to safely accommodate the highly skilled in throwing and kicking activities.				
2. Sufficient wall space with appropriate surface is available to provide instruction in fundamental skills when needed.				
3. When space is limited, special equipment is available to ensure safety (softer balls for throwing by highly skilled).				
4. A range of equipment is available to enable participants to learn all fundamentals and a wide range of sport skills.				
5. Equipment is sufficient to enable students to participate with little waiting time.				
6. Regulation sport facilities can be made available for the gifted capable of performing at the level of competitive athletics.				
7. Physical learning environments can be provided for students at all levels on the skill performance continuum.				
8. Provisions are made for the development of survival skills, particularly in the wilderness and water.				
9. Space is distributed according to skill and activity selection.				
10. Equipment needs are met according to skill and activity selection.				
11. Space is used equitably by men and women at all times, given the factors of skill and activity selection as prime components.				

	Unsatisfactory	Adequate	Good	Outstanding
12. Equipment is available and used equitably by both men and women, given the factors of skill and activity selection as prime components.				
13. Community resources are shared equitably by men and women -- or at least to the satisfaction of both sexes.				
14. Facilities are equally appropriate to the interests of men and women.				
15. Equipment available is equally appropriate to the needs of men and women.				
16. The quantity of time assigned to physical education is equitable for both sexes.				
Curricular Planning				
17. The philosophical statement is a plan jointly conceptualized by all teachers implementing the program.				
18. The objectives are compatible with contemporary thinking in physical education.				
19. Progressions exist for each sequence so that information essential for individualizing programs is readily available.				
20. Content selection is based upon student needs.				
21. Content, as selected, is appropriate to the needs and interests of all students in a single class.				
22. Fundamentals and patterns are learned and established prior to the development of specialized sport skills.				
23. Students understand the physiology and mechanical foundations of performance.				
24. Provisions are made for equipment essential for specific adaptations for handicapped students.				

	Unsatisfactory	Adequate	Good	Outstanding
25. Assessment measures, both observational and standardized, are used for placement within the learning experience.				
26. Performance assessments are selected on the basis of their compatibility with program objectives.				
27. Grades are based on observation as well as standardized measures.				
28. Physical skill accounts for more than 50 percent of any grade.				
29. Students score above average on tests concerning grasp of concepts, particularly those based on knowledge and understanding.				

TEACHER SELF-ASSESSMENT

1. Knowledge of Literature

Are you familiar with current literature on the following topics? Do not feel that it is necessary to have had formal course work in the areas; what is significant is the ability to use the principles found in the literature. Identify one or two authors you favor in the areas in which you feel well-read.

Motor Learning

Physiology

Specific Sport Skills

Kinesiology

Biomechanics

Sociology of Sport

Curriculum

Movement Education

2. Workshops Attended in the Past Two Years.

3. Coaching Experience

Name of Sport	Age Group	No. of Years

4. Personal Performance Skills

Sport or Activity	Level of Performance	No. of Years

Do you play today?

What?

How much?

5. Teaching Skills

Identify your major strengths in teaching physical education.

Identify areas in which you would like to gain additional knowledge or skill.

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Assessment Guide for Secondary School Physical Education. Washington, D.C.: American Alliance for Health, Physical Education and Recreation, 1977.

Bookwalter, Karl W., and Dollenger, Robert J. A Score Card for Evaluating Undergraduate Professional Programs in Physical Education. Bloomington, Ind.: 1967.

Dunkle, Margaret. Competitive Athletics: In Search of Equal Opportunity. Washington, D.C.: Resources Center for Sex Roles in Education, 1977.

La Porte, W. Ralph. The Physical Education Curriculum. Los Angeles: College Book Store, 1955.

The Evaluation Criteria for Secondary Physical Education. Columbus: Ohio Department of Education, 1975.

IV. SUGGESTIONS FOR PLANNING

The following approach to program planning is most effective when used by the total physical education staff, and the curriculum coordinator if such a coordinator is part of the school staff. Recommendations are provided for face-to-face sessions as well as for assisting individual teachers in planning between sessions. The ideal arrangement is for teachers of secondary (7-10) physical education to be present in all planning sessions. The following assumptions are made:

1. That teachers planning the program are fully certified physical educators and have had the requisite formal course work in the discipline.
2. That participants, given the opportunity, could design their own programs and probably have in the past.
3. That this document identifies resources that will enable professionals to gain additional information in specific areas.

It is anticipated that this chapter will serve as an aid in planning the inservice group sessions and as a guide for teacher participation between sessions. In spite of the fact that group planning is stressed, field test results suggest that teachers working alone gained new perspectives and additional information from the planning suggestions. As has been mentioned throughout, emphasis will be placed on the planning of materials from a nonsexist viewpoint.

PLANNING SESSION I

A. Gather materials as directed in Chapter III, Analysis of Teaching Environment. Discuss materials gathered and analyze the program from the standpoint of sex stereotype. Key questions might include:

   1. What activities tend to be most popular with various students?
   2. Given the answer to 1, do the data suggest that appropriate facilities and adequate equipment are available for most popular activities?

3. Do sex discrepancies exist in terms of time, equipment, or any other components of program?

4. Do the space and equipment provide for a wide range of skills?

B. Record areas that appear to reflect discrimination toward students as a result of sex, race, or handicap.

C. Identify the characteristics and qualities of a physically educated person. Allow time for each participant to reflect and, if acceptable to them, write on each of the following:

1. What is a physically educated person?

2. How are these characteristics and qualities exhibited by a sixth-grade student, a tenth-grade student, a twelfth-grade student, and an adult?

3. Will the above description fit the male as well as the female image? If not, how or why?

After teachers have had adequate time to answer these questions, group discussion occurs in which each teacher identifies three or four key elements of the physically educated person. The group looks for commonality. Discussion ensues, with teachers explaining the reasons for the elements they selected.

The major reason for this activity is to enable teachers to reflect upon the basis for their decisions and to gain insight into the views of other persons with whom they work. The description of a "physically educated person" should not be shared among group members unless all wish it. The paper is to be used as a guide for the teacher to help direct thinking during group discussion.*

PREPARATION I

A. Teachers examine their explanation of a physically educated person from the narrative prepared in the planning session. At the same time they begin to use selected items from Chapter V, Student Assessment, at appropriate intervals in the classroom. What relationship exists, if any, between the results of the student assessment and definition of a physically educated person?

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*As this planning venture should in no way influence a teacher's future, at no time should papers be gathered. As much of the planning process is to be based upon an understanding of physiology and biomechanics/kinesiology, entire planning groups may feel the need to review certain sources or to request an inservice course in the area.

B. Below are listed a few select sources on physical education that may be helpful in arriving at the definition of a physically educated person.

Physiology

Karpovich, Peter V., and Sinning, Wayne E. Physiology of Muscular Activity. 8th ed. Philadelphia: W.B. Saunders Co., 1976.

Mathews, Donald K., and Fox, Edward L. The Physiological Bases of Physical Education and Athletics. 2nd ed. Philadelphia: W.B. Saunders Co., 1976.

Wilmore, J.H., and J.F. Keogh, eds. Exercise and Sport Science Reviews. Vol. 3. New York: Academic Press, 1975.

Wilmore, Jack H. "Research Studies on the Female Athlete -- Body Composition and Strength Development." Journal of Physical Education and Recreation 46: 38-40, 1975.

Analysis of Performance

Barham, Jerry N. Mechanical Kinesiology. St. Louis: The C.V. Mosby Company, 1978.

Broer, Marion. Efficiency of Human Movement. 3rd ed. Philadelphia: W.B. Saunders Co., 1973.

Cooper, John M., and Glassow, Ruth B. Kinesiology. St. Louis: The C.V. Mosby Company, 1972.

Groves, Richard, and Camaione, David N. Concepts in Kinesiology. Philadelphia: W.B. Saunders Co., 1975.

Wickstrom, Ralph L. Fundamental Motor Patterns. Philadelphia: Lea and Febiger, 1977.

Association for Health, Physical Education and Recreation. Knowledge and Understanding in Physical Education. Washington, D.C.: American Alliance for Health, Physical Education and Recreation, revised 1973.

General

Barrow, Harold M. Man and Movement: Principles of Physical Education. 2nd ed. Philadelphia: Lea and Febiger, 1977.

Corbin, Charles B., Linus J. Dowell, and Ruth Lindsey. Concepts in Physical Education. Dubuque, Iowa: Wm. C. Brown Publishers, 1978.

Corbin, Charles B. A Textbook of Motor Development. Dubuque, Iowa: Wm. C. Brown Publishers, 1972.

Lawther, John D. The Learning and Performance of Physical Skills. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Rarrick, G. Lawrence. Physical Activity, Human Growth, and Development. New York: Academic Press, 1973.

PLANNING SESSION II

This session is devoted to a discussion of the elements considered most significant to the definition of a physically educated person. The goal of the sessions is to prepare two lists, one in which there is general agreement and one in which little agreement exists.

PREPARATION II

A. Teachers explore the ways in which they differ from the group in defining a physically educated person, in an effort to determine whether additional information will change their views.

B. Teachers begin to use the student assessment inventory as much as possible. As they develop skill in using the inventory they should sense changes occurring in their communication with students. Texts that could be helpful at this stage include:

Measurement

Baumgartner, Ted. A., and Jackson, Andrew S. Measurement for Evaluation in Physical Education. Boston: Houghton Mifflin Company, 1975.

Harrow, Anita J. A Taxonomy of the Psychomotor Domain. New York: David McKay Company, 1972.

Montoye, Henry J. An Introduction to Measurement in Physical Education. Boston: Allyn and Bacon, 1978.

Safrit, Margaret J. Evaluation in Physical Education. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

PLANNING SESSION III

A. The major point of discussion is the difference between a program of sports and a student-focused program of physical education. A typical program of sports might consist of six or eight weeks of volleyball, basketball, and softball, while a student-focused program would include teacher-designed learning experiences that would help each student develop fundamental movements and a range of sport skills. The role of sport or game in the instructional program should also be established. Are sport and game the instructional program or are they a tool for organizing learning experiences?

B. Assuming that the above issue has been resolved and that the characteristics of a physically educated person are defined, teachers are now prepared to create a program for physically educating each student. Some factors that will have become visible to the teacher as a result of using the student assessment materials include the following:

   1. A wide range of skills exist among males and females as well as between males and females.

   2. Women and men do have different skill characteristics, some imposed by socialization and others related directly to physiology.

   3. Innate motor capacity, like intelligence, allows for a wide range of potential skill performance.

   4. As students move into sophisticated levels of play, intelligence, as well as physical performance, plays a role in the student's capacity for decisionmaking and ultimately for skillful performance.

C. The remainder of the session is devoted to the following:

   1. A discussion of what the above means in current programming and in future planning.

   2. Examination of the materials gathered to identify those of significant value to individualization.

   3. Discussion of the two questions essential to individualization:

      a. Where is each student on the learning continuum and how is this to be measured?

      b. What is the range of potential learning on the continuum for each student?

A wide range of physical, emotional, and cognitive capacities, all covered under the rights of the handicapped and equally applicable to equity under

Title IX, suggest a range of potential capacity for each student in the development of physical skills. In order to meet the needs of each student, the program must meet these qualifications:

IT MUST BE STUDENT-CENTERED

and

LEARNING MUST BE SEQUENCED.

PREPARATION III

A. Examine existing evaluation plans for possible answers to the question, What are individual students' learning patterns? What tests are in use? (If the AAHPER Fitness Battery has been included, locate scores for these tests.) Do sex differences appear? Where are they the most noticeable? Plot the distributions by sex so obvious differences are readily apparent.

B. Continue to use the student assessment inventory as well as the learning lesson experiences. Attempt to determine what impact, if any, these experiences are having on your teaching.

PLANNING SESSION IV

A. Build a philosophical position for the physical education program and record it as the departmental position statement.

B. Discuss ways in which the student assessment inventory could be used to establish student competence as a first step in planning an individualized program.

PREPARATION IV

A. Using the assessment inventory, assess the movement skills of students. Select some of the learning lessons and have the students try them.

B. Individualize learning experiences using the materials presented. Keep anecdotal records noting successful as well as unsuccessful experiences.

C. Create lessons of your own that may better meet your students' needs.

PLANNING SESSION V

A. Discuss individual skill differences between males and females, including those observed during the self-study process.

B. List the skill characteristics that need to be learned.

C. Examine the activities you presently offer. Do these activities stress the skill characteristics that your students need to learn?

D. Examine the present activities that are separate for males and females. Do those activities exclude the skill needs of females? Do they exclude the skill needs of males?

E. Will you now offer activities appropriate to skill needs regardless of their former designation for females or for males?

F. Outline a plan for preparing the physical education curriculum for the next year, including:

Statement of Philosophy

Major Goals

Basic Developmental Objectives

Recommended Content

Strategy for Content Selection

Means of Assessing Students

PREPARATION V

A. Identify: Fundamental skills
Sport skills
Other skills

essential to a well-skilled person.

B. Experiment with ways to organize units around themes rather than around specific sports. For example, plan a unit focused on the theme of net play using:

volleyball
badminton
tennis

or focus on manipulative skills in a fast-moving environment using:

basketball
soccer
lacrosse
hockey

C. Consider a unit based on the various learning lesson experiences identified in the last section of the guide. For instance, a unit on lower body manipulation, with or without striking devices, may be undertaken.

D. The following sources might be helpful:

American Alliance for Health, Physical Education and Recreation. Personalized Learning in Physical Education. Washington, D.C.: AAHPER, 1976.

Cassidy, Rosalind, and Caldwell, Stratton F. Humanizing Physical Education. Dubuque, Iowa: Wm. C. Brown Publishers, 1974.

Heitmann, Helen M., and Kneer, Marian E. Physical Education Instructional Techniques: An Individualized Humanistic Approach. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

MacKenzie, Marlin M. Toward a New Curriculum in Physical Education. New York: McGraw-Hill, 1969.

Mosston, Muska. Teaching from Command to Discovery. Belmont, Calif.: Wadsworth Publishing Co., 1972.

Schurr, Evelyn L. Movement Experiences for Children. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Seidel, Beverly L., et al. Sport Skills: A Conceptual Approach to Meaningful Movement. Dubuque, Iowa: Wm. C. Brown Publishers, 1975.

Stanley, Sheila. Physical Education: A Movement Orientation. New York: McGraw-Hill Company of Canada, 1969.

PLANNING SESSION VI

A. Complete the philosophical statement and the list of goals and objectives identified earlier.

B. Discuss content and strategies for selecting content.

C. Identify assessment tools for use at specific times during the school year.

PREPARATION VI

Think through the total curriculum plan and identify the materials that might be most helpful in planning specific activities.

YOUR PROGRAM IS NOW READY TO BE IMPLEMENTED!

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K-12: Elementary and Secondary Education. A WEAL Fund Kit. Washington, D.C.: Women's Equity Action League Educational and Legal Defense Fund, 1977.

Dunkle, Margaret C., and Sandler, Bernice. Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972. Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1975.

Women in Sport, A WEAL Fund Kit. Washington, D.C.: Women's Equity Action League Educational and Legal Defense Fund, 1977.

PART II:
ASSESSMENT AND LEARNING

V. INTRODUCTION

The following chapters provide a means for assessing the individual student's performance according to the definition of a physically educated person. They further provide a means for shaping learning experiences so that students will attain the qualities within the definition.

The focus of this section is on individual skill and not on sex differentiation in assessing or organizing learning. It is true that a range of differences in movement performance exists at all age and grade levels. Historically, this range has been treated on a segregated basis. Boys' and girls' classes have been separated through testing, organization, program content, and by teacher-student attitudes. Although boys and girls are now in the same classes, many of these segregated practices seem to continue. Elimination of these practices is essential. Elimination demands attention to the unskilled student without bias and without assumption that it will be the girls who are less skilled. Knowledgeable physical educators recognize that skill is not a sexual characteristic. The following pages are provided to aid in the elimination of sex stereotyping in physical education classes.

This section is divided into two major categories:

I. Assessment of Skillful Motor Performance

II. Assessment of Social Interaction Performance

Subcategories, referred to as sections, are the following:

I. Assessment of Skillful Motor Performance

Section 1. Upper Body Object Manipulation
2. Lower Body Object Manipulation
3. Upper Body Object Projection
4. Lower Body Object Projection

Section 5. Upper Body Object Reception

6. Lower Body Object Reception

7. Upper Body Stationary Object Projection without Striking Devices

8. Upper Body Stationary Object Projection with Striking Devices

9. Upper Body Self-Initiated Object Projection without Striking Devices

10. Lower Body Self-Initiated Object Projection without Striking Devices

11. Upper Body Self-Initiated Object Projection with Striking Devices

12. Upper Body Moving Object Projection without Striking Devices

13. Lower Body Moving Object Projection

14. Upper Body Moving Object Projection with Striking Devices

15. Total Body Projection - Air

16. Total Body Rotation - Land

17. Total Body Manipulation - Water

    a. Projection
    b. Rotation

II. Assessment of Social Interaction Performance

Section 1. Cooperative Interaction - Passing and Catching

2. Cooperative Interaction - Volleying

3. Cooperative Interaction - Striking and Returning

4. Competitive Action - Place Hitting and Striking

5. Competitive Action - Goal Direction

6. Sense and Knowledge of Performance of Others

7. Sense and Knowledge of Team Composition

The sections are organized into the following phases:

A. Individual Differences Assessment Observation Analysis

B. Assessing Skillful Motor and Social Interaction Performance Checklist (Individual Student Profile)

C. Planned Learning Experiences or Lessons

Rationale for Assessing Student Movement Performance

The physically educated person should be able to move the entire body in three environments: land, water, and air.

Growth and developmental factors dictate that the student will develop gross movement first and then refined movement. Teachers are expected to follow a similar pattern in instruction. Beginners experience greater learning success with gross movement skills while advanced students are successful in more refined movement learning experiences.

Prepubescent and pubescent students such as junior high level students will be at all stages of movement development. Some will not have developed sufficiently, physiologically, to accomplish refined and fine movement. Kinesiologically, they may not have "learned" enough or experienced sufficient gross movement to acquire the level of skill essential for learning more refined movement. There will also be some who have grown, developed, and learned a variety of movement skills of both a gross and refined nature.

Essentially, teachers must find out where each student is in terms of level of learning and their stage of growth and development. Individual assessment or a profile must be done. Such assessment should be systematically organized so that simple or gross movement as well as refined movement skills can be checked.

Gross, simple movement skills are those that involve use of the centralized midline or the total body. Movement skills that focus upon and involve peripheral body parts such as arms, head, and legs are more complex than central, total body actions. The manipulation of feet is less difficult than that of hands. Hand and arm action represents further refinement of movement skill. Motor skills that necessitate initiating the projection of objects, such as

throwing or striking, are gross or simple in nature but more complex than the middle or central-total body movement. Receiving objects (catching or trapping) involves still more complex movement skills. Receiving and projecting objects when using an implement involve skills that are even more complex. Examples are the motor skills involved in playing tennis or badminton.

Finally, the student must be able to respond to other students' movement behavior by dodging, moving while manipulating an object, and projecting or receiving projected objects. Partner or team interaction and offensive and defensive moves involved in games and sport are examples of complex, refined movement motor skills.

Sociopsychological aspects affect movement behavior. Motivational factors, such as aggressiveness, and social interaction factors, such as competition and cooperation, must be developed, learned, and controlled. Playing with teammates and opponents, playing within the rules of games, and responding to officials must be added to the movement behavior vocabulary. Sex bias is eliminated when students learn to choose teammates on the basis of movement skill and competency. These are the ultimate success factors that complete the learning and developmental picture in physical education.

Explanation of Assessment Scheme

A scheme for assessing and evaluating students that involves learning progression principles and growth and development patterns is presented in the sections that follow, and includes:

1. Identification of beginners and less-developed students who are able to move the total body on land, through the air, and in the water.

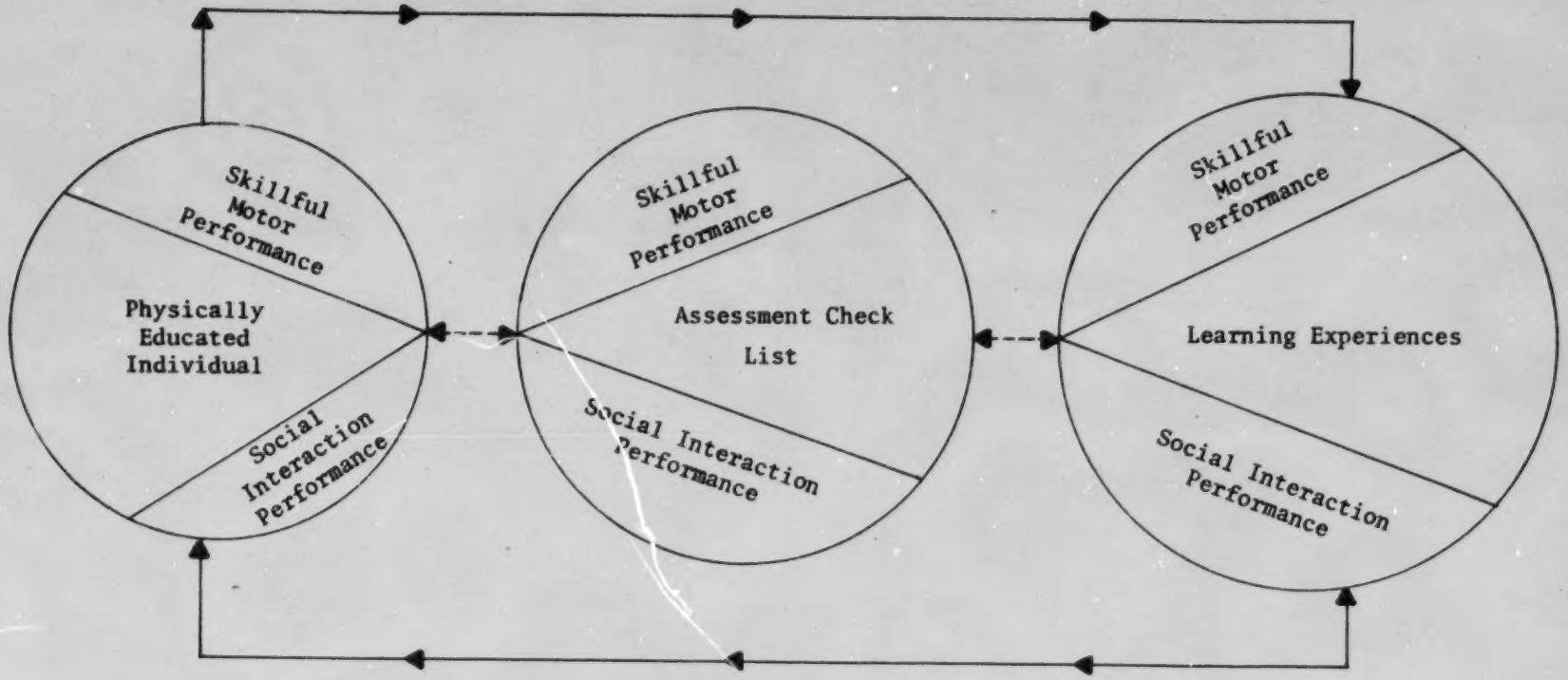
2. Skill development in manipulating the lower body. The upper body movement skills follow since they involve more complex neuromuscular coordination.

3. Object manipulation using peripheral body parts, such as the legs and arms, is the next stage of the scheme. The feet and hands combined with object manipulation skills follow.

4. Projection manipulation of objects is less difficult than receiving objects and involvement of the upper body is more complex than the lower body projection skills. These should be checked in sequence so that upper body projection assessment follows lower body projection movement skills.

5. The ability to combine receiving and projection of objects (as in striking) is the next stage of skill complexity. Again, lower body striking skills precede the development and learning of upper body striking skills and are checked in this order.

6. Interaction with partners, then teammates, and finally within games or sports is the most complex phase. The total body using peripheral body parts in receiving and projection are combined. Focus upon cooperation and competition with identification of who is skilled or unskilled, without regard to sex, completes the assessment.


Skillful Motor Performance
Physically Educated Individual
Social Interaction Performance
Skillful Motor Performance
Assessment Check List
Social Interaction Performance
Skillful Motor Performance
Learning Experiences
Social Interaction Performance

VI. STUDENT ASSESSMENT

It is suggested that teachers follow the curriculum plan in three stages outlined below when using the Individual Differences Assessment. The first stage addresses individual differences and the second involves observing, and when necessary, recording these differences. The third stage, the provision of learning experiences, is the subject of Chapter VII.

Individual Differences Assessment

Using the Individual Differences Observation Analysis, the teacher visually observes and assesses the class. The skills listed in the Analysis may be used to group students. Students are to be grouped by similar degrees of movement performance. Grouping by sex is to be avoided. The teacher observes students and decides which skills need improvement. When the teacher becomes proficient in observing students, it may be no longer necessary for the teacher to record each student's skill. The teacher will have memorized the student's skill.

At this point, the teacher may turn to the third stage. The skills list in Chapter VI, Learning Lesson Experiences, is coordinated with the sections in the Individual Differences Assessment Observation Analysis.

Arrange the teaching area in stations according to each area of assessment. Have students practice the appropriate Learning Lesson Experience(s).

The Student Profile Assessment Checklist

A greater in-depth assessment of the student's motor and social interaction performance is desirable. A checklist assessment tool which provides a detailed profile on every student may be used. The use of this is time consuming; however, the assessment can be done periodically during the school year.

It can cover two or three school years, providing a profile which can be passed on to the high school teachers. It could also be used prior to sport or activity units. A chart showing which sections apply to which sports is provided on pages 64-65.

The checklist in-depth assessment should direct the teacher to the Learning Lesson Experience section once again. Student deficiencies within sections should be matched to the appropriate learning experiences.

Use of Reference Material

Skill and fitness tests can provide data on student movement performance. Although the available tests do not relate specifically to the sections and phases offered in this approach, they can provide additional data on individual students' needs. For example, students who are lacking some physiological fitness component should be given extra attention. An exercise program could be devised. Without this, movement success may be limited.

Reference material that can be applied to better understanding of student movement deficiencies in the areas of kinesiology, physiology of exercise, and social psychology are offered for the teacher's use and are contained in the chapter Suggestions for Planning.

INDIVIDUAL DIFFERENCES ASSESSMENT OBSERVATION ANALYSIS

I. Skillful Motor Performance

Section 1. Upper Body Object Manipulation

A. Identify students who cannot bounce the ball with two hands.

B. Identify students who cannot bounce a ball with either hand, changing direction, stopping, and starting.

C. Identify students who cannot bounce the ball with the hand(s) with speed and around objects, changing directions and changing hands.

D. Identify students who cannot sustain a fast series of bounces with the hand or changing hands.

E. Identify students who cannot run, stop, start, and change directions while dribbling the ball.

Section 2. Lower Body Object Manipulation

A. Identify students who cannot dribble a ball with the feet.

B. Identify students who cannot dribble with the feet, change directions, stop, and start.

C. Identify students who cannot dribble a ball with the feet with speed or sustained effort.

D. Identify students who cannot sequence the kicking action with running.

E. Identify students who cannot run fast or slow and change directions.

Section 3. Upper Body Object Projection

A. Identify students who lack accuracy in throwing or projecting objects with hands and arms.

B. Identify students who cannot develop force in throwing or projecting objects.

C. Identify students who cannot throw large, differently shaped objects.

D. Identify students who cannot sequence body parts to develop force or accuracy in throwing or projecting objects.

E. Identify students who have difficulty in moving particular body parts when throwing or projecting objects:

1. Hand and wrist action faulty.
2. Arc and plane of throwing arm(s) insufficient or inaccurate.
3. Rotation at shoulder joint lacking.
4. Body rotation lacking.
5. Body rotation and stepping action not synchronized.

Section 4. Lower Body Object Projection

A. Identify students who have difficulty in accurately kicking an object.

B. Identify students who have difficulty in developing forceful kicks.

C. Identify students who have difficulty in utilizing different types of kicks (side of foot, heel, and instep).

D. Identify students who have difficulty in kicking objects of different sizes and shapes (soccer ball vs. football, etc.).

E. Identify students who cannot sequence body parts so as to kick objects forcefully and accurately.

F. Identify students who have difficulty in moving particular body parts involved in kicking:

1. Foot and ankle action inadequate.
2. Arc and plane of leg-swing insufficient.
3. Hip and body rotation lacking.
4. Stepping and balancing while swinging leg unsequenced.

Sections 5 and 6. Upper and Lower Body

A. Identify students who cannot align themselves with (respond to) objects moving at different speeds in order to catch with the hands or "stop" an object with foot, feet, legs, or body.

B. Identify students who cannot catch with the hands or stop with foot, feet, legs, or body objects that come from different angles and heights (low, high, etc.).

C. Identify students who have difficulty in catching with hands or feet, legs, or body objects of different shapes and sizes (baseballs, basketballs, footballs, soccer balls, etc.).

D. Identify students who cannot sequence the body or its parts in order to catch an object:

1. Fails to use hands, feet, legs, and body to absorb force.
2. Alignment of body parts in high, low, or sideward positions is faulty.
3. Lacks running speed and balance in order to "catch" with body parts.

Section 7. Upper Body Stationary Object Projection without Striking Devices

A. Identify students who cannot strike with hand or hands different size, shape, and weight objects (volleyballs, handballs, basketballs, tennis balls, etc.).

B. Identify students who cannot sequence body parts in striking with hand or hands:

1. Does not use appropriate hand(s) or wrist action in striking objects.
2. Fails to use proper plane and arc in swinging the arm or arms and striking objects.
3. Fails to use shoulder, body, and hip rotation in swinging or striking.
4. Cannot achieve and maintain balance in swinging and striking object with hand or hands.

Section 8. Upper Body Stationary Object Projection with Striking Devices

A. Identify students who cannot forcefully strike stationary objects with various implements.

B. Identify students who cannot accurately direct a stationary object at various targets using striking implements.

C. Identify students who cannot strike a stationary object using a variety of implements (baseball bat, racquet, paddles, etc.).

D. Identify students who cannot sequence body parts in striking stationary objects with implements:

1. Faults in hand, arm, and wrist action in striking and swinging the implements exist.

2. Fails to utilize the proper plane and arc in swinging the arms and in striking objects.

3. Fails to use shoulder, body, and hip rotation in swinging and striking.

4. Balanced positions in swinging and striking cannot be achieved with any implement.

Section 9. Upper Body Self-Initiated Object Projection without Striking Devices

A. Identify students who cannot hold objects and strike them forcefully.

B. Identify students who cannot hold and strike objects, directing them accurately.

C. Identify students who cannot initiate a strike with a variety of types of balls such as volleyballs, tennis balls, and handballs.

D. Identify students who cannot sequence body parts during self-initiated strikes due to:

1. Faulty hand, arm, and wrist action.

2. Improper use of arc or plane of swing.

3. Faulty shoulder, body, and hip rotation.

4. Failure to achieve balanced position in swinging or striking.

Section 10. Lower Body Self-Initiated Object Projection without Striking Devices

A. Identify students who cannot kick a soccer ball or football placed on floor or ground.

B. Identify students who cannot sequence body parts in kicking the stationary object due to:

1. Faulty leg, ankle, and foot action.

2. Small or poorly directed arc and plane of leg swing.

3. Failure to achieve balanced position during leg swing.

4. Limited hip rotation during leg swing.

Section 11. Upper Body Self-Initiated Object Projection with Striking Devices

A. Identify students who cannot project held, placed, bounced, or tossed objects so that they can be struck with different types of racquets, hockey sticks, or golf clubs in various planes.

B. Identify students who cannot project various objects with various implements in high or overhead planes and arcs.

C. Identify students who cannot project various objects with various implements in low or underhand planes.

D. Identify students who cannot sequence body parts in projecting various types of objects with various implements due to:

1. Improper hand, wrist, and arm sequencing.
2. Improper arc and plane of swing.
3. Improper body, hip, or shoulder rotation.
4. Improperly balanced position when striking the object.

Section 12. Upper Body Moving Object Projection without Striking Devices

A. Identify students who cannot forcefully project various sizes and types of balls with hand or hands (tennis balls, handballs, or volleyballs).

B. Identify students who cannot accurately direct their projecting action with various sizes and types of balls, such as tennis balls, handballs, or volleyballs.

C. Identify students who cannot align themselves behind the moving objects so as to project the object.

D. Identify students who cannot sequence body parts so as to achieve balance while striking the moving object with hand or hands.

E. Identify students who cannot run and move into position in order to project the moving object.

Section 13. Lower Body Moving Object Projection

A. Identify students who cannot run and strike with the foot a moving ball such as a soccer ball.

B. Identify students who cannot direct their strike or kick accurately.

C. Identify students who cannot align themselves with the moving object so that they can kick it.

D. Identify students who cannot achieve balance in order to kick on the move.

E. Identify students who cannot run in order to position to kick.

Section 14. Upper Body Moving Object Projection with Striking Devices

A. Identify students who cannot strike moving objects using different implements due to the inability to respond to the speed or weight of the object.

B. Identify those who cannot align themselves with and strike with different implements different objects due to the plane, angle, height, or speed of the moving object.

C. Identify students who cannot strike different types of objects with different implements and accurately direct the strike to varying spots, angles, and targets.

D. Identify students who cannot forcefully strike moving objects with various implements.

E. Identify students who cannot sequence the body or its parts in order to manipulate the striking implement:

1. Hand and wrist action is faulty in manipulating striking implements (tennis racquets, badminton racquets, etc.).
2. Fails to achieve appropriate arc and directional plane in manipulating implements while striking the object.
3. Fails to use shoulder, body, and hip rotation in striking with any implement (tennis, badminton, racquet balls, paddles, etc.).
4. Does not sequence running, stepping, and balancing while striking with any implement.

Section 15. Total Body Projection - Air

A. Identify students who cannot run and jump forcefully, retaining balance upon landing.

B. Identify students who cannot forcefully run and leap, retaining balance upon landing.

C. Identify students who cannot leap over obstacles while forcefully running and retain balance upon landing.

D. Identify students who cannot sequence running and jumping or running and leaping.

E. Identify students who cannot jump or cannot leap.

Section 16. Total Body Rotation - Land

A. Identify students who cannot do a series of forward or backward rolls with speed and stop with control.

B. Identify students who cannot do a series of full-body sideward rolls, rolling to the left and right and stopping with control.

C. Identify students who cannot do cartwheels in a series and come to a stop in a balanced and controlled position.

D. Identify those students who cannot sequence body parts for rolls or cartwheels:

1. Fails to utilize appropriate hand and arm positions in propelling and achieving balance.
2. Fails to utilize appropriate body flexion and extension during somersaults, rolls, and cartwheels.
3. Does not combine foot and leg action in propelling the body in somersaults, rolls, cartwheels and in obtaining balance.

Section 17. Total Body Manipulation - Water

A. Identify students who cannot run and dive into the water head first.

B. Identify students who cannot run and jump into the water feet first.

C. Identify students who cannot float on face or back in the water.

D. Identify students who cannot change directions (forward, backward, sideways) in the water.

E. Identify students who cannot submerge head first or feet first and return to the water's surface.

F. Identify students who cannot propel themselves forcefully through the water and on the surface.

G. Identify students who cannot propel themselves through the water for sustained periods of time and over distance.

H. Identify students who cannot forcefully propel themselves under or on top of the water.

I. Identify students who cannot propel themselves for sustained periods of time and over distance under water.

J. Identify students who cannot sustain themselves in a particular area on the water's surface for long periods of time.

II. Social Interaction Performance

Section 1. Cooperative Interaction - Passing and Catching

A. Identify students who cannot throw or catch with two, three, four, and then five partners.

B. Identify students who cannot pass on the move to partners (one or two or three) using hands to manipulate objects.

C. Identify students who cannot pass a soccer ball and "field" the ball with one, two, or three partners while moving down a field.

D. Identify the students who have difficulty in throwing and catching with partners balls of different shapes, sizes, and weights.

E. Identify students who cannot find partners with whom they can successfully throw and catch in different planes and with varying amounts of force.

F. Identify students who cannot find partners with whom they can throw and catch objects of different sizes, weights, and shapes.

G. Identify students who cannot throw forcefully to a partner even though the partner can catch forceful throws.

H. Identify students who cannot direct their throws high, low, and at angles, enabling the partner to catch in different positions.

I. Identify students who cannot catch forceful throws.

J. Identify the partner who cannot catch throws that come high, low, or at angles.

Section 2. Cooperative Interaction - Volleying

A. Identify students who cannot volley with partners and then direct the ball over the net to opponents.

B. Identify students who cannot volley across the net or volley with a partner on the opposite side of the net.

Section 3. Cooperative Interaction - Striking and Returning

A. Identify students who cannot volley tennis balls and badminton shuttlecocks back and forth over the net and within court limits.

B. Identify students who cannot find teammates with whom they can successfully play in basketball, volleyball, tennis, or badminton doubles.

Section 4. Competitive Action - Place Hitting and Striking

A. Identify students who cannot hit safely or place object away from opponent in baseball, volleyball, softball, tennis, or badminton.

B. Identify students who cannot serve difficult-to-return serves in tennis, badminton, or volleyball.

Section 5. Competitive Action - Goal Direction

A. Identify students who cannot use an implement to aim an object accurately at targets, specified areas, or goals (golf or hockey).

B. Identify students who cannot strike without an implement so as to score goals (football or soccer).

C. Identify students who cannot shoot baskets.

Sections 6 and 7. Sense and Knowledge of Performance of Others and of Team Composition

A. Identify students who cannot determine why they cannot find someone with whom they can play, and ascertain which of the following may be the cause:

1. Lack skill.
2. Feel they are better than others.
3. Feel they are worse than others.
4. Dislike others.
5. Lack drive toward goal attainment.
6. Lack knowledge of rules.
7. Act too tired, feel weak.
8. Feel others are too strong and aggressive.

B. Identify students who cannot choose the most skilled players in the class.

C. Identify students who can choose the best skilled players in the class.

D. Identify those students who cannot choose the most skilled group or team for a particular game and who justify their choices on the basis of social interaction or behavior.

E. Identify students who attempt to group by sex rather than by other criteria.

SKILLFUL MOTOR AND SOCIAL INTERACTION PERFORMANCE

CHECKLIST

1. Explanation:

   The use of this checklist in assessing students is intended to help the teacher determine student deficiencies and assets in order to provide data on students' learning needs. Students are then grouped by deficiencies and assigned to a teaching station, where they participate in the learning experiences that match their deficiencies.

   The technique may also be used as a grading device; however, the intent of the checklist is to improve instructional techniques so that students may learn and improve at their own rates of speed, within their own limitations and possibilities. Although the word "test" is used below, this should not be interpreted as a direction to use this technique as a means of grading.

2. Application:

   Provide an assessment profile using the checklist, one for each student in your class(es). This becomes a record of how well each individual is performing at the time the profile is used. Each student's profile may be updated at any time the teacher wishes. The teacher should reassess often, change the student group, and reassign learning experiences.

3. Use:

   A. The checklist can be used as pre-test at the beginning of the year and as a post-test at the end of the year.

   B. Portions can be used as a pre-test prior to units in basketball, baseball-softball, soccer, football, badminton, tennis, volleyball, stunts and tumbling, track and field, and swimming, if your program includes these activities. For example:

      1. The section Upper Body Object Manipulation could precede a basketball unit.

      2. The section Lower Body Object Manipulation could be used to assess students prior to the soccer unit.

   An outline is provided below for matching the checklist to sports. The labels and numbers of the checklist sections are used prior to the activity unit. Learning Lesson Experiences selected from the corresponding section can then be used during the sport-activity unit. Fundamentals should be learned before more complex movements are tried. Use the Learning Lessons providing the simpler experiences first, and progress to the more complex.

C. The checklist could also be used periodically throughout the school year until the entire assessment and profile for each student is completed.

D. This checklist might be applied over two or three years. A portion could be applied at each grade level (sixth, seventh, eighth, etc.), resulting in a complete profile on the student before the student moves into high school.

4. The checklist can be applied to sport units as outlined below:

A. Basketball

1. Skillful Motor Performance, Sections 1,3,5, and 15.

2. Social Interaction Performance, Sections 1,3,5,6, and 7.

B. Soccer

1. Skillful Motor Performance, Sections 2,4,5,6,10,13, and 15 (if not already assessed).

2. Social Interaction Performance, Sections 1,4,6, and 7.

C. Baseball or Softball

1. Skillful Motor Performance, Sections 3,5,8, and 15 (if not already assessed).

2. Social Interaction Performance, Sections 1,4,6, and 7.

D. Volleyball

1. Skillful Motor Performance, Sections 7,9,12, and 15 (if not already assessed).

2. Social Interaction Performance, Sections 2,4,6, and 7.

E. Tennis or Badminton

1. Skillful Motor Performance, Sections 8,11,14, and 15 (if not already assessed).

2. Social Interaction Performance, Sections 3,4,6, and 7.

F. Swimming

1. Skillful Motor Performance, Sections 15 and 17.

2. Social Interaction Performance, Sections 6 and 7.

G. Track Events

1. Skillful Motor Performance, Sections 15 and 16.

2. Social Interaction Performance, Sections 6 and 7.

H. Tumbling

1. Skillful Motor Performance, Sections 15 and 16.

2. Social Interaction Performance, Sections 6 and 7.

I. Any Sport Activity

Social Interaction Performance, Sections 6 and 7.

TABLE: USING THE CHECKLIST AS PART OF A SPORT UNIT

The Assessment Checklist may also be used as part of a sport unit with emphasis placed on those activities that most closely relate to the elements essential to achieving success in sport.

ASSESSMENT FACTORS	Baseball and Softball	Basketball	Soccer	Tennis and Badminton	Swimming	Volleyball
SKILLFUL MOTOR PERFORMANCE						
1. Upper Body Object Manipulation		●				
2. Lower Body Object Manipulation			●			
3. Upper Body Object Projection	●	●				
4. Lower Body Object Projection			●			
5. and 6. Upper and Lower Body, Object Receptions	●	●	●			
7. Upper Body Stationary Object Projection without Striking Devices						●
8. Upper Body Stationary Object Projection with Striking Devices	●			●		
9. Upper Body Self-Initiated Object Projection without Striking Devices						●
10. Lower Body Self-Initiated Object Projection without Striking Devices			●			

ASSESSMENT FACTORS	Baseball and Softball	Basketball	Soccer	Tennis and Badminton	Swimming	Volleyball
11. Upper Body Self-Initiated Object Projection with Striking Devices				●		
12. Upper Body Moving Object Projection without Striking Devices						●
13. Lower Body Moving Object Projection			●			
14. Upper Body Moving Object Projection with Striking Devices				●		
15. Total Body Projection - Air	●	●	●	●	●	
16. Total Body Rotation - Land					●	
17. Total Body Manipulation - Water						
SOCIAL INTERACTION PERFORMANCE						
1. Cooperative Interaction - Passing & Catching	●	●	●			
2. Cooperative Interaction - Volleying						●
3. Cooperative Interaction - Striking & Returning		●		●		
4. Competitive Action - Place Hitting & Striking	●		●	●		●
5. Competitive Action - Goal Direction		●				
6. and 7. Sense of Knowledge of Performance of Others and of Team Composition	●	●	●	●	●	●

SKILLED MOTOR AND SOCIAL INTERACTION PERFORMANCE

CHECKLIST

	Check if Successful
I. Skillful Motor Performance	
Section 1. Upper Body Object Manipulation	
A. Can dribble alternating hands while:	
(1) Changing directions	
(a) Forward	
(b) Backward	
(c) Sideways	
(2) Stopping and starting	
(3) Varying speed (fast and slow)	
(4) Weaving in and around objects	
(5) Sustaining dribbling action for varying amounts of time	
(6) Hesitating, changing tempo (long and short)	
(7) Using different size and weight balls	
B. Can use one hand while dribbling:	
(1) Changing directions	
(2) Stopping and starting	
(3) Varying speed (fast and slow)	
(4) Weaving in and around objects	
(5) Sustaining dribbling action for varying amounts of time	
(6) Hesitating, changing tempo (long and short)	

	Check if Successful
Section 1. (continued)	
(7) Using different sizes and weights of balls	
C. Can combine run and bounce	
D. Can bounce ball:	
(1) Changing-alternating hands	
(2) One hand only	
Section 2. Lower Body Object Manipulation	
A. Can dribble with feet, alternating feet while kicking the ball:	
(1) Changing directions	
(a) Forward	
(b) Sideways	
(2) Stopping and starting	
(3) Varying speed (fast and slow)	
(4) Weaving in and around objects	
(5) Sustaining dribbling action for varying amounts of time	
(6) Hesitating, changing tempo (long and short)	
(7) Using different size and weight balls	
B. Can run and kick effectively with only one foot or the other	
C. Can run effectively	
D. Can kick effectively	

Section 3. Upper Body Object Projection	Check if Successful
A. Projection in overarm pattern	
(1) Can project overarm pattern in softball or baseball:	
a) Forcefully	
b) Accurately	
c) Achieving distance	
d) To specific spaces or spots	
(2) Can project overarm pattern in basketball:	
a) Forcefully	
b) Accurately	
c) Achieving distance	
(3) Can project overarm pattern in football:	
a) Forcefully	
b) Accurately	
c) Achieving distance	
d) To specific spaces or spots	
B. Projection in underarm pattern	
(1) Can throw softball or baseball underhand:	
a) Forcefully	
b) Accurately	
c) Achieving distance	
d) To specific spaces or spots	

	Check if Successful
Section 3. (continued)	
(2) Can throw basketball underhand with one hand or two hands:	
a) Forcefully	
b) Accurately	
c) Achieving distance	
d) To specific spaces or spots	
(3) Can sequence body parts in overhand throw	
(4) Can sequence body parts in underhand throw	
(5) Body parts used in throwing are effective:	
a) Grip, hand, and wrist action	
b) Arc and plane of arm swing	
c) Shoulder rotation	
d) Body rotation	
e) Body rotation and stepping or balancing action(s)	
Section 4. Lower Body Object Projection	
A. Kicking a ball with the foot	
(1) Can kick a soccer ball with either foot:	
a) Forcefully	
b) Accurately	
c) Achieving distance	
d) To specific spaces or spots	
(2) Can kick a football:	
a) Forcefully	
b) Accurately	
c) Achieving distance	
d) To specific spaces or spots	

	Check if Successful
Section 4. (continued)	
(3) Can sequence body parts in kicking	
(4) Body parts in using the kick are effective:	
a) Foot and ankle action	
b) Arc and plane of leg swing	
c) Hip rotation	
d) Body rotation	
e) Stepping and kicking and retaining balance	
Section 5. Upper Body--Receiving Objects	
A. Catching baseballs or softballs with hands	
(1) Can catch forcefully thrown balls:	
a) High	
b) Low	
c) Bouncing	
d) Rolling	
(2) Can catch balls thrown from a distance:	
a) High	
b) Low	
c) Bouncing	
d) Rolling	
(3) Can catch balls thrown at angles:	
a) Right	
b) Left	

Section 5. (continued)	Check if Successful
c) "Short"	
d) "Long"	
B. Catching basketballs with hands	
(1) Can catch forcefully thrown balls:	
a) High	
b) Low	
c) Bouncing	
d) Rolling	
(2) Can catch balls thrown from a distance:	
a) High	
b) Low	
c) Bouncing	
d) Rolling	
(3) Can catch balls thrown at angles:	
a) Right	
b) Left	
c) "Short"	
d) "Long"	
C. Catching footballs with hands	
(1) Can catch forcefully thrown balls:	
a) High	
b) Low	

	Check if Successful
Section 5. (continued)	
(2) Can catch balls thrown from a distance:	
a) High	
b) Low	
c) "Short"	
d) "Long"	
(3) Can catch balls thrown at angles:	
a) Right	
b) Left	
c) "Short"	
d) "Long"	
D. Sequencing body parts to align with moving objects for catching	
(1) Can absorb force with hands, arms, and body	
(2) Can align body with moving object	
(3) Can run into position effectively	
Section 6. Lower Body - Receiving Objects	
A. Stopping soccer balls with legs, thighs, or feet	
(1) Can stop forcefully projected balls:	
a) From a distance	
b) From close or short distances	
c) Bouncing	
d) Rolling	

	Check if Successful
Section 6. (continued)	
(2) Can stop balls projected from angles	
a) From right	
b) From left	
c) From behind	
B. Stopping soccer balls with chest or body	
(1) Can stop forcefully projected balls:	
a) From a distance	
b) From close or short distances	
c) Bouncing	
d) Rolling	
(2) Can stop balls projected from angles:	
a) From right	
b) From left	
c) From behind	
C. Sequencing body parts to align with moving objects for stopping:	
(1) Can absorb force with legs, thigs, or chest	
(2) Can align body, achieving balance with moving object	
(3) Can run into position effectively	
Section 7. Upper Body Stationary Object Projection without Striking Devices	
A. Forcefully striking with hand(s) and arm(s) objects at heights that are:	
(1) High	
(2) Low	

	Check if Successful
Section 7. (continued)	
B. With hand(s) and arm(s) suspended, accurately striking objects to various:	
(1) Distances	
(2) Angles	
C. Sequencing body parts in striking:	
(1) Arm and hand action effective	
(2) Arc and plane of swing effective	
(3) Body rotation effective	
(4) Balance in stepping while swinging effective	
Section 8. Upper Body Stationary Object Projection with Striking Devices	
A. Forcefully striking with bat:	
(1) High suspended objects	
(2) Low suspended objects	
B. Accurately directing strikes at suspended objects or placed on a batting tee with a bat:	
(1) Varying distances	
(2) Varying angles	
(3) To specific targets, spaces, or spots	
C. Forcefully striking and directing suspeded objects with a racquet:	
(1) At high angles	
(2) At low angles	
(3) To specific targets, spaces, or spots	

	Check if Successful
Section 8. (continued)	
D. Accurately directing suspended objects:	
(1) To varying distances	
(2) At various angles	
(3) To specific spots or spaces	
E. Sequencing body parts in striking:	
(1) Arm and hand action	
(2) Arc and pláne adequate	
(3) Body rotation effective	
(4) Balance position effective	
Section 9. Upper Body Self-Initiated Object Projection without Striking Devices	
A. Student holds ball and strikes the ball with underhand action:	
(1) Forcefully	
(2) Accurately to specific spots or spaces	
(3) For distance	
(4) Softly	
(5) At angles	
B. Student holds different types of balls (tennis, handball) and strikes with underhand action:	
(1) Forcefully	
(2) Accurately to specific spots or spaces	
(3) For distance	
(4) Softly	
(5) At angles	

	Check if Successful
Section 9. (continued)	
C. Student holds ball and strikes the ball with overarm action or swing:	
(1) Forcefully	
(2) Accurately to specific spots or spaces	
(3) For distance	
(4) Softly	
(5) At angles	
D. Student holds ball and strikes with a side arm swing:	
(1) Forcefully	
(2) Accurately to specific spots or spaces	
(3) For distance	
(4) Softly	
(5) At angles	
E. Body parts are sequenced effectively in all planes of swing:	
(1) Arm and hand action effective	
(2) Arc and plane adequate	
(3) Body rotation effective	
(4) Balance in stepping and striking effective	
Section 10. Lower Body Self-Initiated Object Projection without Striking Devices	
A. Soccer ball placed on floor or ground is kicked:	
(1) Forcefully	
(2) For distance	

	Check if Successful
Section 10. (continued)	
(3) Accurately to specific spots or spaces	
(4) At angles	
B. Football is placed on floor or ground and kicked (use kicking tee or hold ball for kicker):	
(1) Forcefully	
(2) For distance	
(3) Accurately to specific spots or spaces	
(4) At angles	
C. Body parts are sequenced during the kick:	
(1) Foot and ankle sequenced	
(2) Arc and plane of leg swing efficient	
(3) Hip rotation efficient	
(4) Balanced position achieved during leg swing	
(5) Run and leg swing effectively sequenced and then balance achieved	
Section 11. Upper Body Self-Initiated Object Projection with Striking Devices	
A. Student tosses or drops ball or shuttlecock and strikes with a racquet in:	
(1) Underhand plane	
(2) Overhead plane	
(3) Sidearm plane	
(4) Varies force in all strikes	
(5) Varies distance	
(6) Varies angle	

	Check if Successful
Section 11. (continued)	
B. Student swings golf club or hockey stick and strikes stationary ball in underhand plane:	
(1) Varies force in all strikes	
(2) Varies distance	
(3) In a straight line	
(4) To specific spots or spaces	
C. Student sequences body parts in striking object:	
(1) Hand, wrist, and arm action sequenced	
(2) Arc and plane of swing appropriate	
(3) Hip and shoulder rotation sequenced with swing and strike	
Section 12. Upper Body Moving Object Projection without Striking Devices	
A. Striking a volleyball or playground ball with arm and hand:	
(1) Forcefully projects balls	
(2) Projects balls at angles:	
a) High	
b) Low	
(3) Sequences body parts to align for striking:	
a) Use of hand or arm	
b) Aligns body with object	
c) Runs into position effectively	

	Check if Successful
Section 12. (continued)	
B. Accurately directs volleyballs or playground balls when striking:	
(1) Distances - long and short	
(2) Angles	
Section 13. Lower Body Moving Object Projection	
A. Kicks a soccer ball that is rolled or kicked:	
(1) Forcefully	
(2) From various angles	
(3) From various distances	
(4) Accurately to specific spots and angles	
(5) Sequencing body parts to align with moving object and kicking:	
a) Uses foot and ankle effectively	
b) Sequences leg swing with balanced position	
c) Uses hip and body rotation with leg swing	
d) Maintains balance following kick	
Section 14. Upper Body Moving Object Projection with Striking Devices	
A. Strikes moving ball using baseball or softball bat:	
(1) Forcefully	
(2) Accurately	
(3) Softly	

Section 14. (continued)	Check if Successful
B. Properly sequences body parts in receiving and striking moving objects with a bat by:	
(1) Use of hands, wrists, and arms	
(2) Use of proper arc and plane to meet and strike the object	
(3) Use of shoulder rotation with arms and hands	
(4) Use of body and hip rotation in striking	
(5) Maintaining balance while striking	
C. Strikes a moving object with a racquet, placing the strike:	
(1) Close	
(2) At a distance	
(3) At angles	
(4) Forcefully and softly	
D. Strikes objects that are hit or thrown from:	
(1) High trajectories	
(2) Low trajectories	
(3) Angled trajectories	
E. Sequences body parts in striking moving objects with a racquet:	
(1) Uses hands, wrists, and arms	
(2) Use proper plane and arc	
(3) Uses shoulder and body rotation during swing	
(4) Aligns with moving object	
(5) Runs into balanced position for effective strike	

	Check if Successful
Section 15. Total Body Projection - Air	
A. Student runs and leaps covering distances, achieving:	
(1) Great height	
(2) Lowest height possible to clear obstacle	
(3) Speed	
B. Student runs and jumps over an obstacle:	
(1) At various heights	
(2) Lands safely in balanced or controlled position	
C. Use of body in jumping over obstacles:	
(1) Force development of pushing leg or legs efficient	
(2) Use of total body to obtain height	
(3) Use of upper body, arms, and legs to attain force	
(4) Absorbs force in landing	
(5) Achieves balance on landing	
Section 16. Total Body Rotation - Land	
A. Student alternates forward and backward somersaults:	
(1) Can repeat sequence more than once	
(2) Can only do forward roll	
(3) Can only do backward roll	
(4) Can rotate	
(5) Can achieve balanced position following rotating motion	

	Check if Successful
Section 16. (continued)	
B. Student rolls sideways using whole body:	
(1) Can repeat rolls covering various distances	
(2) Can reverse direction of rolls	
(3) Can roll rapidly and slowly	
C. Student does cartwheels:	
(1) Can do a series of cartwheels	
(2) Can execute only one cartwheel	
(3) Can develop forceful rotation	
(4) Can achieve body extension	
(5) Can achieve balance following rotation	
Section 17. Total Body Manipulation - Water	
A. Student can float:	
(1) On back	
(2) On face	
(3) Sustaining the float	
B. Student can rotate:	
(1) Forward	
(2) Backward	
(3) Sideways	
C. Student can:	
(1) Propel self forward	
(2) Propel self backward	
(3) Retain stationary position	
(4) Sustain propulsion	

	Check if Successful
Section 17. (continued)	
(5) Cover various distances	
D. Student can cover various distances:	
(1) Beneath water's surface	
(2) On top of water	
E. Student can:	
(1) "Fall" into water	
(2) Dive into water	
(3) Jump into water	
F. Propel body from surface of water to beneath and then to water's surface	
II. Social Interaction Performance	
Section 1. Cooperative Interaction - Passing and Catching	
A. Using a softball or baseball, student can find someone with whom to throw and catch:	
(1) Easy throws	
(2) Forceful throws	
(3) Angled throws	
(4) High throws	
(5) Low throws	
B. Using a basketball, student can find someone with whom to throw and catch:	
(1) Easy throws	
(2) Forceful throws	

	Check if Successful
Section 1. (continued)	
(3) Angled throws	
(4) High throws	
(5) Low throws	
C. Using a football, student can find someone with whom to throw and catch:	
(1) While stationary	
(2) While on the move	
(3) At angles	
(4) From a distance	
D. Using a soccer ball, student can find someone with whom to kick and "field":	
(1) While stationary	
(2) While on the move	
(3) At angles	
(4) From a distance	
Section 2. Cooperative Interaction - Volleying Using a volleyball, student can find someone with whom to volley the ball in a series	
Section 3. Cooperative Interaction - Striking and Returning Using a tennis racquet and ball or badminton racquet and shuttlecock, student can:	
(1) Strike the object hit to them	
(2) Return the object hit to them	
(3) Initiate the hit to a partner	

	Check if Successful
Section 4. Competitive Action - Place Hitting and Striking	
Place hitting or striking:	
(1) Batting	
(2) Badminton or tennis serve	
(3) Badminton or tennis stroke returns	
(4) Volleyball serving	
(5) Volleyball placed returns	
Section 5. Competitive Action - Goal Direction	
Goal Direction:	
(1) Kick football field goal(s)	
(2) Kick soccer goal(s)	
(3) Hit hockey goal(s)	
(4) Shoot basketball goal(s)	
Section 6. Sense and Knowledge of Performance of Others	
Student can choose the single best performance in:	
(1) Badminton	
(2) Tennis	
(3) Swimming	
(4) Tumbling	
(6) Soccer	
(7) Field Hockey	
(8) Touch Football	
(9) Basketball	

	Check if Successful
Section 6. (continued)	
(10) Field Events	
(a) High Jump	
(b) Hurdling	
(c) Broad Jump	
Section 7. Sense and Knowledge of Team Composition	
Student can put together teams that can win games:	
(1) Baseball or Softball	
(2) Soccer	
(3) Basketball	
(4) Field Hockey	
(5) Touch Football	
(6) Volleyball	
(7) Track and Field	
(8) Badminton or Tennis Doubles	
(9) Swimming	

VII. LEARNING LESSON EXPERIENCES

A. SKILLFUL MOTOR PERFORMANCE

Section 1. Upper Body Object Manipulation

Form groups and/or assign individuals and provide dribbling experience using the hands and manipulating by bounding, different size and weight balls including playground balls. Groups should range in ability, the least skilled in group five; then four, three, two with group one composed of the most skillful.

Experiences in dribbling should require moving in circles; weaving in and around objects; moving forward and backward, changing direction; and hesitating for different amounts of time.

Group five is the most skillful and should start at Station one. The least skilled group starts at Station five. Groups rotate from station to station until all experiences are explored.

Station 1. Provide dribbling experiences using the hands; dribbling in circles around objects; forward and backwards and weaving in and around objects using different size and weight balls (playground balls, tennis and basketballs).

Station 2. Vary speed moving slow and fast while dribbling and changing size and weight of ball(s). Have students use "favorite" type of ball.

Station 3. Change directions weaving in and around objects while dribbling and stopping and starting with various size and weight of ball(s). Use "favorite" ball and repeat.

Station 4. Use interval training principle in sustaining the dribble for a period of time, rest, repeat, etc.

Station 5. Work on dribbling at various tempos; even, uneven, long, short, etc.

Section 2. Lower Body Object Manipulation

Group students into five groups, provide stations for each group. Groups move from station to station. Group one is the least skilled and the highest skilled should be grouped at stations four and five.

Station 1. Provide dribbling experiences using the feet; use playground, soccer, or volleyballs. Dribble in circles and in and around objects; move forward and backward; changing the size and weight of the balls.

Station 2. Dribble and vary the speed of the dribble. Change the size and weight of the ball and repeat. Allow students to use "favorite" ball.

Station 3. Practice dribbling, weaving in and around objects (chairs, Indian clubs). Stop and start. Change the size and weight of the ball and repeat. Hesitate, vary tempo.

Station 4. Use interval training principles sustaining the foot dribble for a period of time at speed, then slower for a period of time. Repeat. Use various size and weight balls. Then use "favorite" ball.

Station 5. Provide dribbling experiences which demand that the student move forward, backward and in circles. Change balls then use "favorite" ball.

Section 3. Upper Body Object Projection

Group students into eight groups. Rotate groups from station to station. Set up targets on walls or floor using squares or circles with starting lines at varying distances from targets. Group by skill level with group one being the most skillful.

Station 1. Throw different types of balls at the targets and from different distances.

Station 2. Use light weight, small balls such as tennis balls.

Station 3. Use larger balls such as volleyballs, softballs, etc.

Station 4. Use heavier weight larger balls - basketballs, soccer balls.

Station 5. Use different shape objects - footballs, bean bags, etc.

Station 6. Experiment with throwing objects of grippable size, shape and weight. Throw these objects. Throw farther and farther. Throwing forcefully.

Station 7. Exaggerate throwing action(s) such as hands and wrist; shoulder rotation; balancing and stepping action. Use various size, shape and weight of balls and objects.

Station 8. Vary the plane of the throwing pattern. Try underhand throws repeating number one and two experiences above. Then repeat all of the lesson experiences used for the first plane of object projection. This may be repeated for the "sidearm" plane.

Section 4. Lower Body Object Projection

Group students into five groups. Groups rotate from station to station. Stations three, four and five should provide practice for students who are experiencing the greatest difficulty.

Station 1. Have students run and kick a soccer ball; football from a kicking tee; and/or a playground ball at targets on wall (circles or squares) or over goal posts or lines painted at various heights on wall.

Station 2. Repeat number one above varying the start of the kick from various distances (far, medium, close-in). Repeat, then concentrate on kicking from farther and farther away.

Station 3. Have students kick from designated distances from wall or backstop using instep or top of toes. Repeat using either foot striking with the side of the foot. Repeat kicking backwards from a stationary position (do not use a football).

Station 4. Change size and weight of ball. (Soccer - playground, football, etc.). Repeat number three above. (Use "favorite" foot.)

Station 5. Repeat learning situation four and exaggerate action that needs attention such as foot and ankle, leg swing, body rotation or balanced position.

Section 5. Upper Body-Receiving Object

Group students into four groups, rotate from station to station. Station four is for the least skilled.

Station 1. Catch balls thrown with various amounts of speed from various distances. Vary the size and weight of the ball. (Use soccer, softballs, volleyballs or basketballs.)

Station 2. Catch balls thrown from various angles (right, left-short, long) and at various heights (high, low, medium).

Station 3. Catch thrown balls of different sizes and shapes. Use footballs, basketballs, baseballs, softballs, volleyballs, soccer balls, tennis balls, etc.

Station 4. The catcher exaggerates, as needed, the force absorption actions for balls thrown from distances, forcefully thrown, and repeats with different size, shape and weight objects. Regrouping according to success in catching various types of balls may be helpful. Larger balls are easier to catch than are smaller balls.

Section 6. Lower Body-Receiving Objects

Group students in four groups. Rotate from station to station. Groups choose partners. Station four provides practice for those with skill difficulties.

Station 1. Throw or roll balls at varying amounts of speed to partner who stops ball with both feet. Use soccer ball. Repeat stopping with legs or thighs.

Station 2. Throw or roll soccer balls from various distances. Partner stops with feet, legs, or thighs.

Station 3. Throw or roll balls from various angles. Partner stops with foot, feet, leg or legs, thigh or thighs. Larger or lighter weight balls may be substituted for soccer balls if students are experiencing difficulty.

Station 4. Exaggerate force absorption action in stopping rolling balls with feet, legs or thighs.

Section 7. Upper Body Stationary Object Projection Without Striking Devices

Group into three groups. Rotate from station to station. These groups and the learning experiences are particularly valuable for students who need to work on basics in "Meeting or Striking Objects." Students who "miss" objects in striking should be assigned to these stations.

Station 1. Suspend various size and weight balls from strings or ropes at various heights (overhead, waist high and knee high level). Use tennis balls, volleyballs, bean bags, etc.

Station 2. Repeat experience number one concentrating on medium height (waist high) objects working on sidearm, one-hand striking action. Try forceful and soft hits.

Station 3. Repeat experience number one concentrating on low suspended objects using underhand striking action. Try forceful and soft hits.

Section 8. Upper Body Stationary Object Projection With Striking Devices

Group into four groups. Groups rotate from station to station. These experiences are designed for students who "miss" Moving Objects. Stationary object striking provides a more fundamental experience.

Station 1. Use a batting tee and place various size balls on the tee. (Baseball, softball, playground ball, volleyball.) The students strike with a ball bat trying to hit the object as far as possible.

Repeat the batting tee practice allowing students to direct hits at wall or floor targets placed at various angles and distances.

Station 2. Suspend various objects (tennis balls, shuttlecocks, playground balls, table tennis balls, etc.) on strings at various heights.

Students strike objects, using racquets, paddles, and ball bats.

Station 3. Have students use short striking (racketball racquet) implements or "choke-up" on the grips of the implement. Use suspended objects and/or batting tee.

Station 4. Exaggerate striking actions in various planes using racquets in overhead, underhand and sidearm planes.

Exaggerate body parts in each swing plane such as hand and wrist action: swing and shoulder rotation action; body rotation and stepping-balancing actions.

Section 9. Upper Body Self-Initiated Object Projection Without Striking Devices

Group students into seven groups. Groups move from station to station. Assign students to groups according to skill difficulties. Group 7 is designed for students with fundamental skill problems.

Station 1. Students hold own ball and release as ball is struck with underhand swing.

Vary the amount of force of the swing.

Vary the size and weight of the ball - use volleyballs, tennis balls and handballs.

Station 2. Students repeat experience number one and attempt to accurately hit to spots; close, far away, and at angles.

Station 3. Students repeat experience number one but change to a sidearm swing.

Station 4. Students repeat experience number two with sidearm swing.

Station 5. Students repeat experience number one using an overarm swing pattern. The ball may be held high or tossed.

Station 6. Repeat number two with overarm swing.

Station 7. Group students who have sequencing of body part problems. Exaggerate swing action and body part action for each plane of swing (overhead, sidearm, and/or underhand).

Section 10. Lower Body Self-Initiated Object Projection Without Striking Devices

Divide into six groups. Rotate from station to station. Group one through three's experiences vary in difficulty with station three's task as the easiest. It is designed for those who have fundamental movement problems. Stations four, five, and six also vary in difficulty with stations six for those who have fundamental movement problems.

Station 1. Place soccer balls in stationary position. Students stand and kick. Kick for distance. Kick for accuracy at target or designated area.

Station 2. Repeat number one experience above, using football on kicking tee or held by partner.

Station 3. Repeat number one experience and number two experience exaggerating foot and ankle action, leg swing and body action.

Station 4. Place soccer balls, run and kick forcefully, repeat for accuracy.

Station 5. Place footballs on tees or hold. Run and kick for distance. Try for accuracy, aiming at targets or goal posts.

Station 6. Exaggerate run and kick patterns and body part actions as stated in number three experience using footballs.

Section 11. Upper Body Self-Initiated Object Projection With Striking Devices

Group students into five groups. Groups move from station to station. Station one's experience is designed for those who have the least difficulty using a golf club. Other implements provide more success for those with such problems. Station five's experience is designed for students who have fundamental movement problems.

Station 1. Using two hand underhand swing, strike a stationary object (golf ball or hockey ball) with golf club or hockey stick.

a. Try for distance.
b. Try for short hits.

Station 2. Using tennis ball and racquet; toss and swing (parallel or sidearm swing) striking ball forcefully and softly.

Station 3. Repeat experience number two with dropped shuttlecock and strike in underhand plane forcefully and tently.

Station 4. Students should try an overhead ball toss, striking with a tennis racquet with overhand swing.

a. Attempt to hit forcefully.
b. Attempt to control placement of hit.

Station 5. Group students for exaggeration of body parts in sidearm, underhand, and overhead plane. Exaggerate wrist and hand action; swinging action; hip and body rotation.

Use various implements.

Section 12. Upper Body Moving Object Projection Without Striking Devices

Group students into four groups. Groups move from station to station. Students with fundamental movement problems should start with station four's learning experience.

Station 1. Toss volleyballs, playground or tennis balls at varying trajectories and heights. Student strikes with one hand, the smaller objects and uses one or both hands on larger objects.

Have students increase the distance of the strikes.

Station 2. Without nets have students strike objects with hand or hands, directing objects to wall and floor targets. Targets should be placed at varying distances and angles. Use volleyballs, tennis balls, etc.

Toss the objects to the students at varying trajectories and distances.

Repeat the above over nets. If possible vary the height of the net.

Station 3. Repeat learning experience number one varying the type of ball. Alternate hands and use both hands in practicing.

Station 4. Repeat experience number one and identify students who have sequencing problems. Have them exaggerate body parts such as hand-wrist action, shoulder-hip rotation, and arc and plane of swing.

Encourage students to use the object with which they have the greatest success. Use favorite hand with one-hand strikes, then two-hand strikes as needed.

Section 13. Lower Body Moving Object Projection

Group students into three groups. Groups move from station to station. Station one's experience is best for the more skilled and three for those with fundamental skill problems.

Station 1. Roll soccer or playground ball fast and then slow to kicker. Kicker tries to meet moving ball and kick straight ahead.

Station 2. Repeat number one experience but roll ball at angles from right to left. Students run, meet balls, and kick straight or at angles or to target areas.

Station 3. Students who experience difficulty running to meet objects should practice this aspect. Partners can roll balls fast, slow, and at angles. Require accurately returned kicks.

Section 14. Upper Body Moving Object Projection With Striking Devices

Station 1. Throw baseballs or softballs to students who attempt to bat the thrown object.

Vary the distance of the throw to the batter.

Vary the speed (fast or slow) to the batter.

Station 2. Repeat number one above throwing tennis balls with the striker using a tennis racquet.

Station 3. Toss shuttlecocks or hit them to students who use a badminton racquet to strike.

Station 4. Repeat number one and two experiences above and test the accuracy of the strikes by having students direct them to targets on courts or walls.

Station 5. Vary the distance of the targets in number four above, striving for distant targets. Try for ultimate distance in striking.

Station 6. Vary the height of the strike or throw with shuttlecocks or tennis balls. Students use appropriate racquet to strike high and low objects.

Station 7. Exaggerate body parts using various striking implements. Exaggerate hand and wrist action; planes and arc of swing; shoulder and body rotation; and practice running into position with balance action and swing.

Section 15. Total Body Projection - Air

Group students into four groups. Groups move from station to station. Station four should be used by the group of students who have fundamental skill problems.

Station 1. Have students run and jump. Use a jumping area, encouraging the students to jump short, medium and long distances without losing balance in landing. The jump area may be marked off with parallel lines providing a target area for varying the distance of the jump.

Station 2. Allow students to run and jump short distances, experimenting with the distance to find the distance at which they can control their balance when landing.

Repeat above, using a leap, trying to recover the balanced position with as few steps as possible after landing. Students should experiment with this by trying long leaps and shorter leaps.

Station 3. Arrange a series of obstacles (hurdles would be ideal) about two feet high. Students run and leap over the obstacles. Vary the height of the obstacles and the distances between them. Have students set up the obstacles at the height and distance which gives them the greatest success.

Station 4. Using the learning experiences in one, two and three above, group students according to those who have sequencing problems; those who have balance problems; those who have jumping difficulties; leaping problems; and/or running problems.

Have them work on the problem area.

Shorten distance; vary running speed; jump and leap at varous heights; and gradually increase height and distance of these aspects.

Section 16. Total Body Rotation - Land

Group students into six groups; groups move from station to station. Cartwheels are more difficult than other types of rolls. The more highly skilled should be assigned to this experience.

Station 1. Using mats, have students do a series of forward and backward rolls. Vary the number in the sequence. Let students determine the number they can do, and the speed they can attain retaining a balanced position at completion.

Vary the balanced position from a squat finish to an upright-standing finish.

Station 2. Students should roll sidewards as fast as they can, then reverse the sideward roll.

Vary the number of rolls before reversing.

Vary the speed of the rolls.

Station 3. Students attempt cartwheels, varying the number and the speed. They should determine the best number and speed that they can attain and come to a balanced, upright stop.

Stations 4, 5, and 6. Group students according to movement problem areas. Those who need work on somersaults, rolls, or cartwheels should use learning experiences one, two, or three above.

Section 17. Total Body Manipulation - Water

Group students into eight groups. Move from station to station, experience to experience. Stations' four and five experiences are easier than others. Group students accordingly.

Station 1. Have students dive from various position modifications; head-first into the water; sitting, kneeling, bent over, and standing position; and up-right fall-in dives. A springing action movement should be experienced by the more successful students. Group students according to the dive they need to learn.

Station 2. Students run and jump feet first, using tucked and extended body positions. Vary the distance of the run and the height of the jumps.

Station 3. Students should attempt face, back, and jellyfish floats. Encourage the extension of time of the floats.

Station 4. Students should move from jellyfish to face to backfloats. Add treading water and move from floating to treading and back again. Somersaults and sideward rolls may also be included.

Station 5. Students should use their favorite swimming stroke and some variation as far as back or "face down" strokes are concerned. They should attempt as fast an execution of the strokes as possible. Timing devices may be used to enable the students to determine their speed.

Station 6. Students should attempt distance swimming. Interval training principles should be utilized. Swimming for speed, interspersed with rest periods, then distances can be utilized. Students should use their best stroke for this experience.

Station 7. Practice swimming under the water and achieving greatest distance possible. Alternate swimming on top of the water and then going beneath. Interval training principles can be utilized.

Station 8. Provide treading, sculling, floating experiences, encouraging students to sustain themselves for longer and longer periods of time.

B. SOCIAL INTERACTION PERFORMANCE

Section 1. Cooperative Interaction - Passing and Catching

Follow the order and arrangement of these learning experiences. These experiences allow students to become aware of their own and classmates' skills.

Experience 1. Allow students to choose partners who are able to catch forceful throws with a particular type of object such as a softball or basketball.

Students practice throwing and catching. They are to identify those who have difficulty in catching.

Have students regroup into three groups: those who can throw and catch; those who can throw but not catch; and those who can catch but cannot throw.

Experience 2. The teacher regroups students according to number one above if the students have been unable to divide into three groups of throwing-catching partnerships.

If groups tend to regroup by one sex or another, rearrange by skill.

Have them throw and catch.

Experience 3. Group according to one or two above and practice throwing angled throws; short-long-high throws and then catching these. Allow students to self-group. Teacher helps form the groups if necessary.

Experience 4. Allow students to select partners who can catch and throw forcefully at heights and angles. Assess the student partnerships, verbally as to their success or lack of success in selecting an appropriate partner. Let them regroup after assessment.

Experience 5. Repeat the learning situation in one, two, and three varying the type of ball.

Use large balls, heavy balls, footballs, repeating the experience and regroup according to skill for each object.

The teacher shall regroup if students can not.

Experience 6. Allow students to group in threes, then fours, then fives. Practice throwing and catching in each group. Have students group according to successful catches and passes; successful catchers but unsuccessful throwers; and successful throwers but unsuccessful catchers.

Teacher regroups students if their groupings are unsatisfactory either because of skill or grouping by one sex or another. Repeat stations' lessons one, two, three, and four with these larger groupings.

Allow students to regroup themselves as before.

Experience 7. Using a basketball, playground ball, or volleyball, execute running and passing drills moving up and down the floor.

Begin with two students, adding another then another, etc.

Have students choose partners with whom they can pass, on the move. Repeat having them choose groups of three, then four.

Experience 8. Repeat the situation in number seven above but use soccer balls.

Section 2. Cooperative Interation - Volleying

Follow the order and arrangements of these learning experiences. Avoid grouping by a single sex. Student assessment of their own and classmates' skills is the focus of these experiences.

Experience 1. Utilizing a volleyball net and volleyballs have students change partners until they can successfully volley the ball back and forth over the net.

Experience 2. The teacher may regroup students into successful partnerships then vary them so that all partnerships will have similar degrees of success.

Experience 3. Two partners volley to each other and then over a volleyball net to two other partners who repeat the process.

Experience 4. Allow students to find partners and opposing partners with whom they can volley.

Experience 5. Teacher may wish to group and/or regroup according to success or lack of success avoiding sex groupings.

Section 3. Cooperative Interaction - Striking and Returning

These are additional experiences for students to learn to appreciate and adjust to people with different skills.

Experience 1. Using badminton, tennis or hockey equipment, have students choose partners with whom they can hit and return.

Experience 2. Teacher may choose or readjust partnerships for greater success.

Experience 3. Students select doubles partners and opponents in tennis or badminton with whom they can successfully volley.

Experience 4. Teacher may wish to form or reform doubles combinations and avoid sex groupings.

Section 4 and 5. Competitive Interaction - Place Hitting and Striking, and Goal Direction

Controlling the body movement within these experiences should be the teacher's and student's focus.

Experience 1. Provide pitching, catching, batting and fielding groups. Use baseball or softball equipment. Pitch ball to batter, batter tries to hit away from fielder or pitcher. Running bases may be added using the rules of the game.

Experience 2. Using goal keepers for soccer or hockey play have students try to strike or kick goals.

Pass among two's, three's, four's, and five's and attempt scoring goals.

Add an opponent such as one-on-one and attempt to "score". Add two-on-two; three-on-three, etc.

Avoid contact. Keep body under control at all times.

Dribble and drive for goal using first one-on-one and then add additional numbers of students. Emphasize body control.

Experience 3. Place kick field goals using footballs.

Experience 4. Hit golf balls with gold clubs to flag stick competing to come closest to the flag.

Experience 5. Play one-on-one basketball trying to shoot and out-score opponent. Avoid body contact and keep the body under control at all times. Two-on-two, three-on-three may be added as long as body is kept under control.

Sections 6 and 7. Sense and Knowledge of Performance of Others and Team Composition

The ability of students to select groups for skill rather than other factors is the focus of these experiences.

Experience 1. Use badminton courts and equipment (Note: the following may also be accomplished with tennis courts and equipment).

Experience 2. Play singles allowing students to choose partners with whom they can rally (or volley) within the court.

Experience 3. Teachers may wish to group and regroup for success. Repeat using doubles organization. Verbal assessment with student interaction for regrouping should be undertaken.

Experience 4. According to the sport or game allow students to select their teams for practice sessions in game play. Soccer, basketball, softball, and/or volleyball are suggested.

Experience 5. Have students select their teams for tournament play using the sport that is appropriate to the skills of the Students.

Experience 6. Have each student balance the teams so that they are equal in skill and group acceptance. Use paper and pencil approach, each student giving reasons for each team and players on the team.

Experience 7. Discuss reasons for choices of players. Identify qualities such as skill, desire, game knowledge, competitiveness, and cooperative teamwork.

Experience 8. If students attempt to group by one sex or another emphasize the need to group by skill rather than by sex.